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ABSTRACT

A collection of administrative documents from the African Adult Education Association includes the following: recommendations on training for adult education in Africa (prepared January 1969); resolutions of the Association's conference on continuing literacy, held in Kampala, Uganda in January 1968; the fiscal regulations in force for 1969/70; and the constitution of the Association, as amended by the general meeting held in Khartoum, Sudan, January 1969. The recommendations on training make note of pressures which underline the importance of adult education. These are: increase in population; agriculture; industrialization; urbanization; national independence; the status of women; and community development. (mf)

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[Administrative Documents of the
African Adult Education Association]

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THE AFRICAN ADULT EDUCATION ASSOCIATION
RECOMMENDATIONS ON TRAINING FOR
ADULT EDUCATION IN AFRICA

The following recommendations were agreed on by the Association's Conference on this subject, held at the University of Khartoum from December 28th, 1968 to January 4th, 1969. Representatives were present from 8 African countries and 5 international organisations, as well as from 4 non-African countries.

The preamble reaffirms some of the major reasons for attaching importance to effective adult education. The recommendations concern training for the profession of adult education, since only properly trained staff can make programmes effective.

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I. PREAMBLE

1. The recommendations that follow are concerned with the importance of training for adult education in African countries. In many respects they do not differ from the recommendations emerging from other international conferences and other international conference and national enquiries e.g. Unesco World Conference 1960; Recent Annual Conferences of Professors of Adult Education in the U.S.A.; Council of Europe Report on Recruitment, Training and Status of Workers in Adult Education 1966.

2. In the African situation they have particular urgency. The African countries as a whole (and not only those directly represented in the Conference) display, in the clearest form, the pressures throughout the world, that are compelling reconsideration of national policies for education. The necessity for it to extend far beyond the formal schooling of children is increasingly, although not yet adequately, accepted by governments and enlightened people everywhere.

3. The nature of the pressures that now make adult education indispensable have often been described. But since training is useless without specific objectives and without recognition of the content in which those who are trained will work, they should be briefly identified :-

a) Increase in Population

In developing countries, the proportion of children is increasing and will continue to do so for indefinite periods. Many African countries will not be able to make provision for complete primary education within the next generation.

Adult Education must continue to include the reduction of adult illiteracy as a major task and must contribute to remedial education for adults at the primary and secondary levels.

b) Agriculture.

Only by the very greatest efforts can improvements be made in nutrition in many African countries that will reduce disease and liberate human energy.

Adult Education must contribute directly to improvement of agricultural techniques and to the creation of informed attitudes to the use of these techniques.

c) Industrialisation

African governments are everywhere promoting plans for industrial development. They must do so to free themselves from

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dependence for capital and consumer goods on technically more advanced countries. But industry also contributes machines and fertilisers needed for increasing food production.

Adult Education must contribute to vocational education for industrial development, and to knowledge of its scientific basis. Because the rate of development in modern technology is very rapid this education must be continued and renewed throughout working life.

d) Urbanisation.

Technical and industrial development is inevitably accompanied by the growth of towns, and consequent changes in traditional ways of living. In the past these changes have commonly been accompanied by needless cruelty and human misery. If African countries are to avoid the worst of these evils, economic and social planning must be given equal priority.

Adult Education must help people to understand and share in planning policies and to make the cultural adjustments that will result from them.

e) National Independence.

Many African countries have achieved political independence at a time when developments in transport and communication have made the political unity of the whole world a technical possibility. Only by establishing their own identities on the basis of respect for their own histories, can African countries make their full contribution to international cooperation and understanding.

Adult Education is essential to the growth of political understanding and the effective conduct of political affairs nationally and internationally.

f) The Status of Women.

Women represent half the human resources of all countries. Natural intelligence is equally divided between the sexes. Women are the primary educators of all children. In African countries, as in all others, women must not only be supported in their maternal and family roles BUT enabled to contribute fully to other community needs, by having as much access to education in childhood and adult life as men.

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Because the effects of earlier discrimination will not be overcome quickly, Adult Education must make a special contribution to the education needs of women.

g) Community Development.

All the problems and needs mentioned above interlock. Governments may be able to compel obedience by the use of force but attitudes can only be changed if men and women understand the need for changes and involve themselves actively in them.

Adult Education is a necessary part and a principal instrument of all schemes of community development.

4. The following summary of recommendations is presented against this background of urgent needs. They are amplified in the reports of the four working groups constituted by the Conference and in the papers submitted for discussion. Because they are presented as a programme for action they are particularly addressed to those who have the authority to give effect to them.

They should, however, be studied in their entirety since the problems they pose can only be solved by mutual respect and practical cooperation.

**II. RECOMMENDATIONS TO U.N. AND OTHER INTERNATIONAL AND
FOREIGN AGENCIES AND INSTITUTIONS**

Since in all African countries, resources for training in Adult Education, whether of finance, institutions or personnel are very limited, international agencies wishing to contribute to its further development in different sectors of Adult Education should :-

- (a) Coordinate their present work with that of similar agencies and make as much use as possible of existing facilities in order to strengthen them and avoid dissipation of scarce resources.
- (b) While having regard to such possibilities of co-operative action, expand their own training programmes in Africa that serve the needs of adult education, as a matter of urgency.
- (c) Evaluate their own training work in African countries in close cooperation with people having local knowledge and responsibility for maintaining and developing experiments and pilot projects.
- (d) Take all possible steps directly (and by emphasising the importance of so doing to African Governments) to secure the widest possible dissemination of the results of such evaluation, to those responsible for training in other agencies of adult education.
- (e) Promote further research into the processes of training for adult education, the desirable content of training programmes, and the provision of suitable material.
 - (i) By direct action.
 - (ii) By enlisting the help of and providing financial support for research undertaken by competent African institutions of adult education.
- (f) Encourage African Governments to cooperate in the development of training for Adult Education by :-
 - (i) supporting the work of existing regional training centres and encouraging the establishment of new ones where necessary.

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(ii) by taking part in and giving financial support to continental and/or regional conferences and seminars contributing to the development of training for adult education.

(iii) making increasing provision for fellowships to develop further opportunities for study by, and the exchange of experience between, individuals and institutions of African countries at corresponding levels of development.

(g) Give special attention to making the experience of training for adult education, gained in countries using the less common languages, more widely available and conversely, stimulate, in all possible ways, the translation and adaptation of training material written in languages not commonly in use internationally.

(c) Establish machinery to secure the best cooperative use of Government funds as provided and to consider how additional finance can be attracted from non-governmental sources.

(d) Show that they recognize the importance of training for adult education, the institutions and qualified staffs providing it and the value of qualifications obtained by students who undertake it. Recognition must include adequate remuneration, conditions of employment and opportunities for training for those engaged in adult education both now and in the future.

(e) Seek the advice of institutions of adult education in the selection of students who will require Government assistance to attend adult education training courses at home or overseas.

(f) Work jointly in establishing regional centres for higher level training in adult education to overcome immediate local difficulties and for the long-term exchange of mutually useful experience gained in various African countries.

III. RECOMMENDATIONS TO AFRICAN GOVERNMENTS

For the reasons stated earlier, it is urgently necessary that the governments of all African countries should, within the recognised limits of available finance, demonstrate in action that they regard adult education as an essential part of total educational provision.

In particular they should :

- (a) Make financial provision for the adult educational training component of all plans for economic and social development and express this clearly in annual budgets.
- (b) Review the financial provision made through separate Ministries and Departments for adult education, including training, so that it can be determined whether it is adequate in total.
- (c) Establish machinery to secure the best cooperative use of Government funds so provided and to consider how additional finance can be attracted from non-governmental sources.
- (d) Show that they recognise the importance of training for adult education, the institutions and qualified staffs providing it and the value of qualifications obtained by students who undertake it. Recognition must include adequate remuneration, conditions of employment and opportunities for training for those engaged in adult education both now and in the future.
- (e) Seek the advice of institutions of adult education in the selection of students who will require government assistance to attend adult education training courses at home or overseas.
- (f) Work jointly in establishing regional centres for higher level training in adult education to overcome immediate local difficulties and for the long-term exchange of mutually useful experience gained in various African countries.

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They should treat training and research related to it, as parallel work of equal importance. When new University Departments of Adult Education are being established they should assume these responsibilities from the outset.

- (g) Such University Departments can only do effective training work if they have sufficient qualified and experienced staff. It is not enough to rely only on part-time help from staffs of other departments, although the help of specialists in e.g. linguistics, psychology and sociology should be integrated in the development of training courses for adult education.
- (h) If training is to be offered by University Departments of Adult Education to people from other countries, some members of the staff of the Department should, if at all possible, be recruited from one or more of the countries from which such students come.
- (i) Independent and voluntary organisation such as political parties, trade unions, religious bodies, welfare societies and community organisations can contribute more effectively to personal and social development if their workers are trained in principles of adult education. They should therefore :-
 - 1.1 Associate themselves with local or national councils etc. of adult education and with special institutions for training in adult education.
 - 1.2 Recruit, as members of their own staffs, some persons with specialist training in adult education.
 - 1.3 Undertake primary training of their local paid staff and voluntary helpers with the help of such specialists.
- (j) Some elements of content and method apply, in more or less detail, to all levels of training for adult education.
- (k) As to Content, training should include e.g.
 - (i) Information about present social, economic and cultural institutions, their history and how they are changing as a result of government and other action.
 - (ii) Explanation of the ways in which adults differ from children as learners.

- (iii) Teaching methods that are most helpful to adult learners.
- (iv) How to obtain and make locally suitable teaching material, visual and aural aids.
- (v) How to cooperate with the students in preparing syllabuses and using the teaching period.
- (vi) How to create and use informal learning situations which may be more important than organised courses in many situations.

(1) As to Methods.

- (i) Training should always be, in itself, a demonstration of effective adult education.
- (ii) Methods should always have regard to the actual environment in which students will work and to the resources that will really be available to them.
- (iii) Since these will differ greatly, training courses must be continuously evaluated jointly with the students and employing agencies to see that individual needs and capacities are being catered for.
- (iv) Methods should emphasise the role of students as active learners. Discussion and projects personally undertaken should often be preferred to lectures and demonstrations by members of the teaching staff.

IV. RECOMMENDATIONS TO AFRICAN AGENCIES OF ADULT
EDUCATION AT LARGE

Most of the following recommendations are directed to all agencies of adult education but some apply especially to Universities. In all African countries they are best equipped with the personnel and resources needed for training in adult education and carry a correspondingly heavy responsibility for its promotion.

(a) Training programmes for adult education at all levels must clearly and demonstrably be related to :-

- (i) the urgent needs of African national communities as expressed in government policies for economic and social development.
- (ii) the actual situations in which students will carry out their work after training and their capacity to accept the challenge of arduous and often disheartening work.

(b) Training must be appropriate to the levels of work to be performed and to the character of employment envisaged - full-time, part-time or voluntary.

(c) Because in African countries they are the most widely spread of the better educated people, school-teachers, medical and social workers, local public officials and technicians must be encouraged to contribute to adult education and to engage in training to fit them for the work.

(d) This responsibility of all people with higher education, to serve as adult educators and counsellors of adults should be stressed in their initial training. Teachers will be more effective in the primary and secondary schools if they understand the possibilities and importance of adult education.

(e) Teachers or instructors in technical or vocational education whether employed in schools, colleges, industry, commerce or agriculture should themselves be introduced to general principles of adult education, as well as to methods of instruction in specialist subjects.

(f) It should be noted that some of the established University departments of Adult Education in Africa have large programmes of adult classes.

(g) Support is given to the establishment of National Councils or Boards of Adult Education, representative of voluntary as well as of government agencies and universities to provide nationally recognised centres for cooperation, guidance, information and the supply of teaching in all fields of adult education including training.

Such representative bodies might be charged with the establishment and support of 'multi-purpose' training centres for adult education.

(h) Programmes of adult literacy must be integrated with other provision for adult education and the importance of adult literacy work must be represented in training at all levels.

THE AFRICAN ADULT EDUCATION ASSOCIATION

(formerly Adult Education Association of East and Central Africa)

RESOLUTIONS

OF THE ASSOCIATION PASSED AT THE ANNUAL CONFERENCE HELD AT
MAKERERE UNIVERSITY COLLEGE, KAMPALA, UGANDA, IN JANUARY 1968

These resolutions arose out of discussions on the Conference theme of Continuing Literacy and of reports by study-groups on this theme. They were passed by a General Meeting of the Association on January 6th, 1968.

Other resolutions of the study-groups were received without discussion by a plenary session of the Conference and will be published, with the relevant reports, in the Conference proceedings.

A. CONTINUING LITERACY

Resolution 1. Literacy and Further Educational Opportunity

This Conference on continuing literacy is of the unanimous opinion that literacy will not be functional or continuing unless it is combined with access to educational opportunities related to all the functions of adults in a developing society. Literacy education is one aspect of the education of adults, and it is essential that the artificial distinction between literacy training and the other forms of adult education be brought to an end.

B. THE FURTHERANCE OF ADULT EDUCATION

Resolution 2. National Associations for Adult Education

The Conference urges the formation of national associations for adult education in the member countries as a top priority.

Resolution 3. Adult Education and Development

Realising the need for adult education to make its maximum contribution to economic and social development of member countries, the Conference points to the need to bring together, at the highest national level, economic planners, educational administrators and political leaders with professional adult educators, to discuss how adult education can best be integrated with the economic development planning in the country concerned.

Resolution 4. Adult Education Students and Programme Planning

The Conference strongly urges the adult educators to involve potential and actual students in the planning of the programmes and assessment of their needs, since they have a great deal to contribute which could make all the difference in the success or failure of the said programmes.

The Conference records its appreciation of students' efforts at forming local adult education associations and societies and urges the formation of many more.

Resolution 5. Training in Adult Education

This Conference wishes to emphasise in the strongest possible terms the necessity for training of some kind for all engaged in the field of adult education, whether as full-time professionals, or as part-time volunteers. It wishes to deprecate the widely-held view that experience in teaching children is sufficient qualification for teaching adults.

In particular, it wishes to stress that writers for new literates need training, librarians need training to introduce readers to suitable books, and teachers of illiterates and new literates also need special training.

This Conference regards this whole subject as of such vital importance that it has chosen it as the theme for its next conference.

Resolution 6. Exchange of Adult Education Publications

That a full exchange of adult education publications be instituted by the following means:

- (a) each member country should establish an exchange centre (or name an individual member to administer the exchange).
- (b) each publishing unit should send to each exchange centre a copy of all publications with English translation where necessary.
- (c) each publishing unit should send to the Association a list of such publications, with synopses.
- (d) each exchange centre should send to the Association a list of other publications of interest (with synopses) not included in (b) above.
- (e) The Association should issue periodically to all members a complete list of publications, and should publish a select bibliography in the Journal.

C. READING HABITS AND MATERIALS

Resolution 7. Research Into Reading Habits and Materials

The Conference stresses the need for University Departments of Extra-Mural Studies and Institutes of Adult Education and other related institutions to conduct surveys of and/or research into the reading habits of literates and reading materials available for new literates in terms of their quality, relevance, quantity and accessibility, in order to map out ways for improving existing literature and providing more appropriate and suitable material; where possible the help of international organisations such as UNESCO should be sought.

Resolution 8. School Teachers and Reading

Conscious of the fact that the formal school systems as at present operating in most of the member countries do not give the pupils the necessary preparation for continuing literacy, the Conference stresses the need for curricula and teaching methods to be adapted to ensure the formation of life-long reading habits. To achieve this objective, specialised training must be included in teacher training colleges and refresher courses for teachers.

Resolution 9. Legal Provision for Libraries

Realising that continuing literacy cannot be carried on without the availability and accessibility of reading material the Conference takes the view that an adequate efficient library system based on legal provision is indispensable, and urges all governments to augment their library systems where they exist, and legislate for their provision where they are lacking. In all cases the systems must provide for small village libraries which should depend on local initiative. Adult educators, community development officers and extension workers are expected to take it as one of their primary tasks to stimulate local interest in reading and the establishment of local libraries, however modest they may be at the beginning.

D. UNIVERSITY ADULT EDUCATION

Resolution 10. Recognition of University Adult Education

Realising the fact that University adult educators adequately prepare students for an effective participation in the development of their country, the Conference urges governments and other related employers to recognise certificates of competence and, where possible, remunerate such students satisfactorily.

AFRICAN ADULT EDUCATION ASSOCIATION

FISCAL REGULATIONS IN FORCE 1969/70

A. Nature of Regulations

These regulations are not part of the Association's Constitution and are not to be so regarded; they are to be made a separate instrument of the Association.

B. Membership of Association

The Constitution allows for the following categories of membership:

Affiliated national associations

Institutional members

Individual members.

In clarification, it is to be laid down that the second tier of the Association is to be made up of affiliated national associations; in other words, the only branches of the Association shall be national ones. These affiliated national associations may open branches within states if they wish, which will be branches of the national body only.

Institutional members may be of two kinds: places of learning and other cooperate bodies, e.g. libraries.

Individuals may become members of the Association through their national association, or direct, as they wish, and so may institutions, but direct membership is more expensive.

(Institutions subscribing to a national Association shall not thereby be deemed members of the African Association. Whether or not they are members of a national association, they may only have membership privileges in the African Association or payment of a subscription direct to the African Association).

C. Finances of National Associations

Each national association shall work out its own fiscal policy, including setting an institutional membership fee, which should not be lower than the equivalent of US \$15-00 and an individual membership fee, which should not be lower than the equivalent of US \$3.00.

The affiliation fee of each national association, to be remitted to the African Association, shall be one-quarter of all moneys collected by that national association.

D. Membership Fees Paid to African Association

The membership fees at present provided for in the Constitution, for direct membership of the African Association, in countries where no national association exists, or where a member or institution is unable to join the national association, are:

Individual - The equivalent of \$4.00

Institutional - The equivalent of \$20-00

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Payments to the Association should be sent to any one of the following addresses:

1. The African Adult Education Association account, Messrs National and Grindlays Bank Ltd, P.O. Box 1955, Lusaka, Zambia.
2. Mr. Philip Daka, A.A.E.A. Deputy Treasurer, P.O. Box RW 93, Ridgeway, Lusaka, Zambia.
3. Journals Department (African Adult Education), East African Publishing House, P.O. Box 30571, Nairobi, Kenya.

Ref. AAEA/FIN/1

EMMANUEL CHALABESA, Treasurer

September, 1969.

PHILIP DAKA, Deputy Treasurer.

THE AFRICAN ADULT EDUCATION ASSOCIATION

CONSTITUTION

**of the Association, as amended by the General Meeting
held in Khartoum, January 1969**

ARTICLE I - NAME

The name of the Association shall be the African Adult Education Association - hereinafter referred to as the Association.

ARTICLE II - AIMS AND OBJECTS

The objects for which the Association is established are :-

- a. The promotion of Adult Education in all forms in Africa and particularly by encouraging the formation of national adult education associations in member countries;
- b. To arrange objective study of and research into the problems of adult education in contemporary Africa, by all appropriate means, including conferences, seminars, study-groups and exhibition;
- c. To act as a clearing-house for information on all forms of Adult Education relating to Africa;
- d. To publish reports of the educational activities and special studies of the Association and similar bodies;
- e. To publish and encourage the publication or production of books, journals, pamphlets, visual and other material contributing to the purposes of the Association;
- f. To institute, confer and award fellowships, scholarships, bursaries, medals and prizes and other distinctions and awards;
- g. To encourage affiliated national associations to arrange conferences, study-courses, lectures, study-groups, seminars, classes and exhibitions on subjects affecting the citizen;
- h. To cooperate with any society, association or body, as well private as public, in any matters which will be conducive to the attainment of the Association's objects.

ARTICLE III - MEMBERSHIP

a. Membership is open to :-

- i. National adult education associations, who may affiliate;

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ii. Institutions concerned with adult education in Africa, as well as societies and bodies of national, international and regional character, who may become institutional members;

iii. Individuals interested in African Adult Education.

b. Any member who shall fail in observance of the rules of the Association may be excluded by a resolution of the Executive Committee with a majority of at least three-fourths of the members present and voting. Any member so excluded shall have the right of appeal to the General Meeting, voting in accordance with Article V, Section 8.

c. Any member wishing to terminate his membership shall do so in writing to the Secretary. Any member who allows his subscription to lapse by 6 months from the renewal date shall be deemed to have terminated his membership.

ARTICLE IV - FINANCE AND AUDIT

a. The fiscal year of the Association shall be from January 1st to December 31st.

b. Subscriptions shall be paid in accordance with the rates to be determined by the General Meeting of the Association from time to time.

c. Auditors shall be appointed by the General Meeting to make an annual examination of the accounts and report to the following General Meeting, or, if none, to the Executive Committee who shall circulate a balance sheet to members.

d. The officers of the Association shall, acting as a Committee, if necessary working by circulation of papers, be empowered to seek funds from African and other sources for the fulfilment of the purposes of Association.

e. The income and property of the Association shall be applied solely towards the promotion of the objects of the Association, provided that nothing herein shall prevent the payment, in good faith, of reasonable and proper remuneration to any officer or servant of the Association nor the gratuitous distribution among, or sale at a discount to, subscribers to the funds of the Association of any books or other

publications, whether published by the Association or otherwise, relating to all or any of its objects as above set forth.

ARTICLE V - OFFICERS AND ORGANISATION.

Section 1 - Patrons

The Association may, through its Executive Committee, honour itself and confer honour on certain persons by inviting them to become its patrons or by showing them such other marks of acknowledgement as may be deemed appropriate.

Section 2 - Officers

The Officers of the Association shall be a Chairman, a Deputy Chairman, a Secretary, a Treasurer, a Deputy Treasurer, a Journal Editor; and a Conference Chairman and Conference Treasurer, who shall have the power to appoint a Conference Secretary, if they so wish. Mid-term vacancies may be filled by the Executive.

Section 3 - Executive Committee

- a. There shall be an Executive Committee, consisting of the officers, with the Journal Editor and the conference officers ex officio, and not less than three nor more than six additional members, together with the chairmen of all committees. The Executive Committee may coopt up to six people.
- b. Between meetings of the Association, the Executive Committee shall exercise the powers of the Association, except that it may not amend the Constitution.
- c. The Executive Committee shall appoint a Journal Editor, who shall hold office during the Executive Committee's pleasure.
- d. The Executive Committee may appoint, remunerate, suspend and dismiss employees of the Association.
- e. One-third of the members shall constitute a quorum.
- f. The Chairman, or his deputy, or any protempore presiding officer, shall have a casting vote in the event of an equality of votes.

- g. The Executive Committee may make, alter or revoke Rules and Regulations for the Association, subject to ratification by the General Meeting.

Section 4 - National Associations

- a. The Association's General Meeting shall ratify approval given by the Executive to the affiliation of National Associations. Nothing in this section shall preclude the recognition for affiliation of appropriate existing societies or groups as national associations.
- b. Each affiliated national association shall elect its own officers and committee or committees and adopt, subject to approval by the Association Executive Committee, its own constitution and regulations.

Section 5 - Association Representatives

Representatives may be appointed by the Association Executive where no national association exists.

Section 6 - Elections

- a. All officers and Committee members, except the Journal Editor, shall be elected; and the election of officers and committee members shall be performed at the General Meetings of the Association by secret ballot and simple majority.
- b. Officers shall take office at the end of the General Meeting at which they are elected and shall continue until the next General Meeting at which their successors are elected. Officers shall be eligible for re-election, save that the Chairmanship may not be held for two consecutive terms of office.

Section 7 - Meetings

- a. The Association shall hold a General Meeting at least one in every two consecutive calendar years.

- b. Extraordinary meetings may be convened by the Executive Committee in its discretion, but shall be called on the requisition of at least three national associations.
- c. At least sixty days' notice, in writing, shall be given in advance of the meeting.
- d. If the Committee does not proceed to cause a meeting to be held within sixty days from the date of the requisition, the requisitioners, or a majority of them, may themselves convene a meeting.
- e. A quorum shall be not less than forty members coming from not less than five different African countries, provided that not more than fifteen members from any one country count towards the quorum.
- f. Voting in Association General Meeting on all matters shall be on the basis of one vote for each individual member present, three votes for each institutional member represented and five votes for each affiliated national association represented.
- g. An institutional member may authorise such person or persons as it thinks fit to act as its representative(s) at any meeting of the Association; and the person or persons so authorised shall be entitled to exercise the same powers as individual members, save that they shall vote in accordance with the provisions of sub-section f. of this Section.
- h. The venue of the Conference shall be decided, normally, two years in advance. Any institutional member or national association may act as host.

ARTICLE VI - COMMITTEES

- a. Dissolution may be decided at a General Meeting subject to similar provisions as for amendments (Article VIII).
- b. Where no General Meeting is held for three consecutive years, the Association shall be deemed dissolved and the Treasurer or his personal representative shall pass any

outstanding funds to trustees appointed under section (c) of this Article.

- c. If upon dissolution of the Association there remains, after the satisfaction of all debts and liabilities, any property whatsoever, the same shall not be given or transferred to, or distributed amongst the members of the Association, but shall be given or transferred to some other Institution having similar objects and which also prohibits the distribution of its assets amongst its members. The appropriate regional UNESCO officers may be asked to act as Trustees or to invite not less than three University Vice-Chancellors of Universities which are or have been (but not excluded in accordance with Article III b) members of the Association, to act as Trustees in this matter. In the event of this provision being deemed impossible or impracticable, then the outstanding property shall be desolved upon some charitable object of an educational or social nature within Africa.

ARTICLE VIII - AMENDMENTS

The Constitution may be amended by any General Meeting of the Association, subject only to the following provisions :-

- a. Sixty days' clear notice of such intention was given in writing to all members;
- b. A quorum is present;
- c. A two-thirds majority of those voting is obtained.

ARTICLE IX - INTERPRETATION

In the event of a dispute on the interpretation, the General Meeting's ruling is final, the vote being taken in accordance with Article V.

ARTICLE X - REVOCATION

All former constitutions are hereby revoked.

ERIC Clearinghouse

JAN 20 1969

on Adult Education